DOCUMENT RESUME

ED 090 177 SP 007 906

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|---|---|
| AUTHOR | Carpenter, James A. |
| TITLE | Report of a Survey of Placement of Teacher Education Graduates of Western Kentucy University for Academic Years, 1969-70, 1970-71, 1971-72, and 1972-73. Survey No. 2. |
| INSTITUTION | Western Kentucky Univ., Bowling Green. |
| PUB DATE | 1 Apr 74 |
| NOTE | 32p. |
| EDRS PRICE | MF-$0.75 HC-$1.85 PLUS POSTAGE |
| DESCRIPTORS | Education Majors; *Followup Studies; *Graduate Surveys; Placement; Questionnaires; *Teacher Education; *Teacher Placement; *Teacher Programs |
| IDENTIFIERS | Western Kentucky University |

ABSTRACT

This survey of placement of teacher education graduates presents the forms used in the survey and the ccmposite results. It is stated that out of the 500 questionnaires mailed to randomly selected teacher education graduates for the school years spanning 1969 to 1973, 320, or 64%, responded before the deadline. The document contains correspondence and the twc questionnaires--one for elementary education, one for secondary education--on the graduates' present employment. Specific inquiries were made as to the assistance the faculty and school placement office provided in helping the graduates find teaching jobs. Also included are excerpts from the responses to questions concerning the graduates' satisfaction with the university's teacher education program and how they felt the school could still be of service tc them. (JA)

ED 090177

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Teacher Education Admissions
College of Education
Western Kentucky University
Bowling Green, KY 42101

MAY 6 1974

# SURVEY NO. 2

## REPORT OF A SURVEY OF PLACEMENT OF TEACHER EDUCATION GRADUATES

## OF

## WESTERN KENTUCKY UNIVERSITY

## FOR ACADEMIC YEARS OF 1969-70, 1970-71, 1971-72, AND 1972-73

BY: James A. Carpenter, Director
Teacher Education Admissions
Western Kentucky University

April 1, 1974

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WESTERN KENTUCKY UNIVERSITY

BOWLING GREEN, KENTUCKY

Office of the Dean
College of Education

# FOREWORD

Institutions of teacher education have an obligation to assess the quality of their product. It is imperative that the representatives of the institution know how their graduates perform in the teaching profession. It is equally important to know where graduates are placed and how they feel about the quality of their teacher education program.

The following survey conducted by Mr. James A. Carpenter serves an important role for the College of Education at Western Kentucky University. It enables us to know not only the placement of our students, but to also receive their comments on the various facets of their preparation program. The College of Education is attentive to the comments and makes efforts to modify the program when modification is indicated.

This survey is an example of one of the types of feedback that is essential to viable teacher education programs. We are pleased with the survey and expect it to become a continuing project.

J. T. Sandefur
Dean

# INTRODUCTION

Of five hundred (500) questionnaires mailed out to randomly selected teacher education graduates for the school years of 1969-70, 1970-71, 1971-72, and 1972-73, a total of three hundred and twenty (320) responded prior to the announced deadline (64 percent). I anticipated a larger response. However, since the respondents were generally positive in answering the questions that were posed, I feel that this report fairly represents the feelings and opinions of the graduates who completed the teacher education program at Western Kentucky University during the four school year period.

Where information from an individual student was requested, I am responding or will refer the question to the proper office. I trust this survey will be of positive value as we continue our attempt to provide high quality teacher education. This was its primary purpose. Constructive criticism and/or comments are sincerely invited.

My sincere appreciation is extended to Miss Pamela A. Peden, Student Aide, for her work in counting and recording the responses and to Mrs. Debbie G. Turner, Secretary, for typing the final draft of this survey. Survey No. 3 is planned to be conducted during the 1974-75 School Year.

James A. Carpenter

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WESTERN KENTUCKY UNIVERSITY

BOWLING GREEN, KENTUCKY

Office of the Dean
College of Education

Dear Western Teacher Education Graduate:

You have been selected as a participant in our Teacher Placement Survey. We would appreciate it if you would complete the enclosed questionnaire and return it to Mr. Carpenter, Teacher Education Admissions, in the enclosed, postage paid envelope. We have sent this to five hundred (500) selected students who completed the undergraduate teacher education program at Western during the last four school years. We will use the results of the survey as an aid in assisting us to advise and counsel with current teacher education students. If you will be so kind as to complete and return the questionnaire on or before January 8, 1974, we shall be most grateful.

In addition to the above, we have enclosed a sheet for you to recommend at least five outstanding high school seniors whom you know personally and recommend for teacher education at Western Kentucky University. Please give serious thought to this, complete the name sheet, and return it in the enclosed envelope along with the completed questionnaire. I shall personally communicate with each prospective student that you recommend.

If you list needs or ways we may assist you in paragraph 10 of the questionnaire, we shall communicate with you as soon as possible. In the meantime, we extend our appreciation and very best wishes to you in every way.

Sincerely yours,

J. T. Sandefur, Dean
College of Education

JAC/dt

Enclosure:

cc: Mr. James A. Carpenter

# QUESTIONNAIRE OF PLACEMENT OF TEACHER EDUCATION STUDENTS FROM WESTERN KENTUCKY UNIVERSITY COMPLETING THE PROGRAM 1969-70, 1970-71, 1971-72, & 1972-73 SCHOOL YEARS IN ELEMENTARY EDUCATION

This questionnaire was sent to two hundred Elementary Education students selected at random who completed the degree program during the 1969-70, 1970-71, 1971-72, and 1972-73 school years. One hundred twenty-five (63%) responded as follows: (The wording follows the wording of the questionnaire verbatim and the figures given are exactly as received from the students).

1. Are you now employed as a classroom teacher?-----Yes 104 (83% currently employed as a classroom teacher) No 21 (17% currently not employed as a classroom teacher).

2. Did the Western Placement Office assist you in obtaining a teaching position?

   Yes 13 (11%) No 110 (89%)---Two not answering.

3. Did staff or faculty members of the College of Education assist you in obtaining a teaching position?-----Yes 18 (15%) No 106 (85%)---One not answering.

4. If you are not teaching in Kentucky, and you are now employed as a classroom teacher, in what state are you teaching?-----(States listed on Page 5).

5. If you are not teaching, what are you now doing?-----(Responses to this listed on Page 6).

6. If you are employed as a classroom teacher, are you teaching in Special Education?

   Yes 9 (8%) No 102 (92%)---Fourteen not answering.

7. Were you satisfied with your student teaching experience?-----Yes 108 (87% satisfied) No 16 (13% not satisfied)---One not answering.

8. Other than student teaching, were you satisfied with the observations and/or pre-student teaching (practical & realistic) experiences you received?----- Yes 93 (74% satisfied) No 32 (26% not satisfied).

9. Were you satisfied with the teacher education program at Western?-----Yes 102 (84% satisfied) No 19 (16% not satisfied)---Four not answering.

Please comment on any matter other than the practical & realistic experience item covered in your answer to paragraph 8 above. (Negative or positive comments are welcome). (Comments received from each student begins on Page 9. - - In student's own workds with some condensing of lengthy comments).

10. How may the College of Education at Western now be of service to you?----- (Comments received from each student begins on Page 23).

11. What is your mailing address and phone number?-----(All respondents listed this and is on file in the office of teacher education admissions).

(Questionnaire was signed by each respondent)

# QUESTIONNAIRE OF PLACEMENT OF TEACHER EDUCATION STUDENTS FROM WESTERN KENTUCKY UNIVERSITY COMPLETING THE PROGRAM 1969-70, 1970-71, 1971-72, & 1972-73 SCHOOL YEARS IN SECONDARY EDUCATION

This questionnaire was sent to three hundred Secondary Education students selected at random who completed the degree program during the 1969-70, 1970-71, 1971-72, and 1972-73 school years. One hundred ninety-five (65%) responded as follows: (The wording follows the wording of the questionnaire verbatim and the figures given are exactly as received from the students).

1. Are you now employed as a classroom teacher?-----Yes 91 (47% currently employed as a classroom teacher) No 104 (53% currently not employed as a classroom teacher).

2. Did the Western Placement Office assist you in obtaining a teaching position?

   Yes 20 (10%) No 174 (90%)---One not answering.

3. Did staff or faculty members of the College of Education assist you in obtaining a teaching position?-----Yes 20 (11%) No 169 (89%)---Six not answering.

4. If you are not teaching in Kentucky, and you are now employed as a classroom teacher, in what state are you teaching?-----(States listed on Page 5).

5. If you are not teaching, what are you now doing?-----(Responses to this listed on Pages 6, 7, & 8).

6. If you are employed as a classroom teacher, are you teaching in Special Education?

   Yes 10 (7%) No 142 (93%)---Forty-three not answering.

7. Were you satisfied with your student teaching experience?-----Yes 160 (83% satisfied) No 32 (17% not satisfied)---Three not answering.

8. Other than student teaching, were you satisfied with the observations and/or pre-student teaching (practical & realistic) experiences you received?----- Yes 134 (70% satisfied) No 57 (30% not satisfied)---Four not answering.

9. Were you satisfied with the teacher education program at Western?-----Yes 147 (77% satisfied) No 45 (23% not satisfied)---Three not answering.

Please comment on any matter other than the practical & realistic experience item covered in your answer to paragraph 8 above. (Negative or positive comments are welcome). (Comments received from each student begins on Page 14. - - In student's own words with some condensing of lengthy comments).

10. How may the College of Education at Western now be of service to you?----- (Comments received from each student begins on Page 25).

11. What is your mailing address and phone number?-----(All respondents listed this and is on file in the office of teacher education admissions).

(Questionnaire was signed by each respondent)

JANUARY, 1974

NAMES AND ADDRESSES OF 1973-74 HIGH SCHOOL SENIORS WHOM I WOULD LIKE TO RECOMMEND FOR TEACHER EDUCATION AT WESTERN KENTUCKY UNIVERSITY

1. Name: _____

_____

_____ / _____ / _____

City State Zip Code

2. Name: _____

_____

_____ / _____ / _____

City State Zip Code

3. Name: _____

_____

_____ / _____ / _____

City State Zip Code

4. Name: _____

_____

_____ / _____ / _____

City State Zip Code

5. Name: _____

_____

_____ / _____ / _____

City State Zip Code

Comments: _____

_____

Signature

TWO HUNDRED AND NINETY-TWO HIGH SCHOOL SENIORS WERE RECOMMENDED.

INFORMATION FROM QUESTION FOUR: If you are not teaching in Kentucky, and you are now employed as a classroom teacher, in what state are you teaching? (Overseas also).

Elementary Education Responses:

| | | | |
|---|---|---|---|
| South Carolina | 1 | Ohio | 1 |
| Alabama | 1 | Tennessee | 2 |
| Florida | 3 | Indiana | 1 |
| California | 2 | Mississippi | 1 |
| Georgia | 4 | | |

Secondary Education Responses:

| | | | | |
|---|---|---|---|---|
| Florida | 5 | Arizona | 1 | |
| Ohio | 2 | France | 1 | |
| Indiana | 7 | Alabama | 1 | |
| Tennessee | 3 | South Carolina | 1 | |
| California | 2 | England | 1 | (Royal Air Force Base, Alconlory, England) |

NOTE: Those employed teaching in Kentucky: 79% of total.

Those employed teaching outside of Kentucky: 21% of total.

INFORMATION FROM QUESTION FIVE: If you are not teaching, what are you now doing? (Responses listed as they were received).

Elementary Education Responses:

Parts Salesman

Flight Insurance Sales

Secretary

Getting Married

Substitute in Jefferson Co.

Teaching Assistant

Housewife

Substitute Teaching

Educational Advisor - University of Louisville

Librarian

Housewife and Mother

Bank Teller

Not Employed

Banker

Substituting

Wife and Mother

Working in a Jewelry Store

Occasional Substituting

Coordinating a Cancer Research

Working in Western's Library

Housewife and working on M.A. Degree

Secondary Education Responses:

Director - Keen Hall, WKU

Electric Motor Mechanic

U.S. Army

Counselor for Bureau of Rehabilitation Services

Department Store Manager

In Family Business

Graduate Assistant, WKU

Assistant Chemist, Peabody Coal Co.

Secretary, Insurance Company

Sales Representative

Graduate Work at WKU

Secretary in Law Firm

Graduate Student & Assistant

Veterinarian Assistant

GS-2, Clerk Typist at the Civilian Personnel Office, Fort Campbell, KY.

Jr. Financial Analyst

Production Control Dept., Eaton Axle

Substituting

Graduate School in Chemistry

Army

Secratarial Work

Working 75-80 hours a week. Handling Disability and Life Insurance at Louisville Mortgage, working part-time at the Embassy Supper Club, and the Sheraton Inn as waitress.

Social Service Coordinator

Social Worker

Dietitian

Business Manager; Lexington Car Dealership, Lexington, KY.

Working at Sears

I H C Truck Sales

Substitute Teaching

Working on Masters in Religious Education

Editor of Weekly Newspaper

Insurance Business

Corrections Director, Louisville Crime Commission

Working on another Major and Substitute Teaching

Graduate Student

Computer Operator

Unemployed

Substitute Teacher in Nashville

Material Handling Department Ky. Truck Plant, Ford Motor Co.

Substitute Teaching

2nd Lieutenant, US Army; Press Officer in the Public Information Office at Ft. Benning, GA

Graduate School, WKU

Officer, U.S. Army

Sales Merchandiser for Clairol

Finishing M.A. in Clinical Psychology

Field Assessor, Tax Assessor's Office

I own a Trucking Company

Real Estate Salesman

Pilot, U.S. Air Force

Minister Music and Youth in Florida

Staff Nurse - Cardiac Care Unit Bowling Green-Warren Co. Hospital

Attending WKU

Principal's Secretary

Manager of Buck Truck Production Dept., Dancey L. B. Gas Company

Social Work at Community Mental Health Center

Graduate Work

Substitute Teaching

Public Health Representative III - Dept. of Human Resources. "State Food Inspector"

Looking for a Teaching job.

Stewardess for American Airlines

Insurance Training Program - Federated Mutual Insurance Company

Following a Private Reading Program

Commercial Forecaster - Ky. Telephone Co.

Maternity leave of absence

Physical Training Assistant, FBI Academy

U.S.D.A./ASCS (Hardin Co. Office)

Social Work

Specialist with IDS

Secretarial & Bookeeping work

Assistant Director of Boys Club; Patterson, New Jersey

Teach (part time); Document Control Clerk at Crossroad's Furniture

| | |
|---|---|
| Substitute Teaching, Hardin Co., KY. | Management - Oscar Mayer & Company |
| State Probation & Parole Officer | Pharmaceutical Sales |
| Recently released from active duty in Army | Work Activity Center Director; Sheltered Workshop Program |
| Completing a second major | Nothing, absolutely nothing! |
| U.S. Army Officer | Engineering Clerk, Power Plant Construct |
| Unemployed | Employment Counselor |
| Waitress | Personal & Work Adjustment Counselor |
| Director of small Community Center | Working in a Bank |
| 2nd Lt. in U.S. Army | Legal Secretary |
| Substituting | Child Development Specialist - Universit of Louisville Medical School |
| Recreation Director - Florida Correctional Institution | Secretary |
| Social Work | Secretary for Retail Credit Company |
| Bank Teller | Librarian |
| Auditor | Army |
| Substituting | Prevention Therapist at Dental Office |
| 2nd Lt. U.S. Army (RA) Infantry | Secretary |

INFORMATION FROM QUESTION NINE: Were you satisfied with the teacher education program at Western? Please comment on any matter other than the practical and realistic experience item covered in your answer to paragraph 8. (Negative or positive comments are welcome).

Elementary Education Responses:

"Only laboratory situations are experienced. The unexpected situations (unmanageable children and/or parents) are rarely dealt with."

"Need considerably more "on-the-job" training. (In-classroom training)."

"In pre-student teaching I was required to do too much grading papers; and I was unable to learn each of the students."

"Start these observation/pre-school experiences earlier in the college career to ensure satisfaction of major."

"I was satisfied with the program other than the fact that I had no experience in classrooms until my junior year. During this year I was exposed to only the laboratory school, which I feel is near an ideal situation compared to the public schools I have taught in. I was very satisfied with my student teaching experience because this is where I actually learned something about teaching. There were many behavioral patterns and abilities in that particular classroom. I soon learned that you cannot expect everyone to comprehend and work on the same level, at the same ti[illegible]"

"Not enough time is spent in college with children in the classroom in order to learn how to organize, discipline, and control."

"During student teaching I felt that my supervising teacher expected me to 'kiss my husband and baby good-bye and set up camp in the classroom.' I feel that she expected too much from a person with as little classroom experience as I had."

"My pre-student teaching helped me very much. This was a very realistic experience for me."

"I feel that there are not enough practical and realistic experiences offered before the senior year. They should start in your freshman, sophomore, and junior years."

"I think there should be more classroom and child relations; not wait until you are a senior."

"More and earlier practical on-the-job experience is needed. Teachers-to-be need to learn if teaching is "their thing." Sorry, but this is my only negative comment; otherwise, the program is good."

"Not enough contact with students and with actual teaching methods."

"They wait too late (junior and senior year) to let you do any work in a classroom. Sometimes this is when students find out teaching is not for them, but then it is too late to switch majors."

"Students need more in-class experiences prior to student teaching. We need to see techniques being used on the actual student."

"My student teaching experience was the most realistic experience. Prior to that, there was not enough participation in the classroom actually working with children."

"While I enjoyed my experiences, I do not feel that I was adequately prepared to handle children from low SES. I understand this is now being rectified."

"I feel I received a very good education at WKU. On my evaluation last year by my principal, I was the best first year teacher he had seen. I was offered a teaching job at the new open classroom in Bullitt County."

"I found faculty members at WKU very willing to assist me in my college program as well as placement. Even more so in my Graduate School."

"Mrs. Sara Taylor was of great help to me, as I am now teaching kindergarten. I owe my present success to her. Her methods of teacher training are excellent and should be used by others."

"Something should be done toward the discipline problems that new teachers will face."

"To the very kind and considerate teachers who devoted extra time for any questions and/or interests in the education field that I had, their interests were appreciated."

"I think Western's teacher education program has improved a great deal over the past years and is still continuing to do so."

"Every future teacher should have the experience or be informed of how to teach in a low income school, how to make things with the materials at hand, and how to substitute materials if the school does not have them."

"In Home Economics department, yes; otherwise, no."

"Much more practical experience is needed outside the laboratory school."

"I feel that the ideal class situation is stressed at Western rather than what we encounter in the average public school."

"I think the student teaching notebooks required to keep during practice teaching were useful."

"More practical experience before the senior year in the county in which one lives."

"My educational classes were helpful in building self confidence in actual classroom surroundings."

"Needs to have more experience classes in teaching and less method classes. Needs to have classes on preparing bulletin boards and doing it like a workshop for preparing the classroom."

"I feel that the theory that I learned was good, but that more experience in actual situations would have helped me. I believe more emphasis should be given to the area of classroom control."

"I believe there should be more experiences especially dealing with a discipline problem."

"I feel like a little more could be added to some of the courses."

"I was extremely satisfied with my student teaching experience. I enjoy teaching, but until now have not found full-time employment in this area."

"There is a need for more practical experience in early childhood education in the Bowling Green area."

"I feel that the big problem with teacher education (anywhere) is too much theory and not enough realistic application."

"I was very satisfied with my total education experiences while at Western and would highly recommend."

"Since I did pre-school teaching, it has changed; but, I feel students should be able to teach a couple of lessons too."

"I feel several of the courses offered could be developed more."

"Pre-student teaching did not give me much experience in the classroom. I had more than others, but most pre-student teachers are machines for errands and paper checkers."

"I feel that more time should have been spent in the classroom working with the students."

"I feel that a course should be offered in relation to discipline problems. A prominent problem today. Requirements to the teacher education program should be re-evaluated."

"Sophomore year would be good for pre-student teaching to give you an idea if this is what you really want. Also, would have liked more actual classroom observation."

"I was very satisfied that the experiences provided and prepared me for my profession."

"I think the teacher education program should include many more teaching experiences before student teaching."

"Special Education methods better covered than elementary."

"The Special Education practium required one semester gave me as much or more experience than student teaching."

"I think some type of school law course should be required for all secondary and elementary teachers."

"I was very pleased with pre-student teaching. It helped very much with student teaching. I did better in student teaching because of pre-student teaching."

"I believe if more practical experiences could be given to students before pre-student teaching, they would be better prepared for these final steps. I realize that this is being done more now than in previous years and I feel that this is as it should be."

"I would like to see more practical work in the classroom. Something like pre-student teaching should be required all four years."

"I would have liked to have had more experience with children about the sophomore year and more observations."

"The program would be much more beneficial if more classroom experience was provided."

"Because I was older than most students and had already been teaching for many years, I probably am not a very typical sample of your graduate teacher. I would have welcomed more experience in the classroom under a critic teacher. I have been teaching for fifteen years or more and have never really been under observation by anyone except students! The few weeks of practice I had were done under a teacher I had known all my life and I am sure she assumed I knew what I was doing. I would welcome opportunities to visit other classrooms, work with new ideas, try new methods, see and deal with them through first hand experiences. I am teaching seventh and eighth grade math right now, and am struggling wity my own version of an individualized program, realizing the great need for learning the basic operations at the same time! Quite a challenge!"

"More reading instruction in the teacher education program should be included; also, classes in classroom management would be helpful for a future teacher."

"I think pre-student teaching is alright but I really did not get that much out of it."

"Future teachers need more experience in dealing with children in terms of discipline."

"A lot of my observing was at the laboratory school. These experiences are just not applicable to what goes on in an average elementary school. They were too idealistic."

"Students should be placed in the classroom earlier than pre-student teaching. Observations were of little value because the instructor seldom observed with student."

"We were not given enough contact with the children. Each third year education student should be assigned a classroom and be able to attend it everyday for the full school term. The third year student is starting methods courses and to be able to apply the methods to children would be instant reinforcement. The classroom teacher should be thankful for the extra pair of hands."

"A student going into education as a major should be exposed to children long before the junior year. There was also too much observation and not enough done on the part of the elementary education student."

"My only comment is that I feel more courses like pre-student and student teaching are needed."

"I believe more time should be spent in the classroom and sooner than your senior year."

"Pre-student teaching dealt only with grading papers. No teaching was experienced."

"I really did not enjoy my pre-student teaching. I couldn't relate to the teacher or the surroundings."

"Very good preparation and experience overall was offered to me."

"I could have benefited by more instruction in discipline and individualizing. I was taught a lot of facts in my elementary courses but, also needed some of the following types of instruction included: 1) How to teach manuscript and cursive writing. 2) How to teach concepts in science such as north, south, east, and west. 3) How to teach respect and good manners to socially deprived children with a bad attitude. 4) How to handle racial problems. 5) Various ways of disciplining. There are so many teachers who become discouraged and frustrated during their first year of teaching. This, of course, is due mainly to lack of experience, but I also feel they could be better prepared when they begin teaching."

"Need more subjects on child behavior patterns."

"I strongly feel that the biggest gap in Western's education program was in the lack of courses geared to the day-to-day management and organization of a classroom. Other than this, I feel quite satisfied with the education program."

"I think the teacher education program at Western needs to give the students more of an opportunity to actually be in the classroom and work with the children. I think they need this opportunity the first year."

"Many classes were lacking in content. The teachers did not teach and grades were given based on how well the student was liked."

"Student teaching should be pass-fail and cooperating teachers should justify any failures."

Secondary Education Responses:

"Should incorporate pre-student teaching in secondary education." (Editor's Note: Have!)

"Some restrictions should be placed on the cooperating teacher for determining grades and what they have to allow the student teacher to do."

"If the College of Education were more selective and demanding, then teaching might, one day, again become a respectable art."

"It is past the time to recognize that secondary education is flooded with teachers. Discourage so many from entering the program and raise requirements and standards."

"I found the education classes a complete waste of time. I do not feel that education classes better qualify anyone for actual teaching."

"Most education teachers have never been in a secondary classroom and do not know what is going on."

"I have pursued a teaching position for two years with no success. Pick a Trade."

"I pre-student taught with a student teacher in the room. I was able to see what was expected of a student teacher as well as the teacher. Need more contact with students especially freshman and sophomore years."

"I feel that perhaps you should consider adding more education classes that will provide more actual teaching before sending a student into the classroom."

"Not enough time in the actual classroom."

"I feel Western has a very good teacher education program. I would recommend it to others interested in teaching."

"The teacher education program could provide more experience with students before student teaching. I believe they are attempting to do this in a laboratory atmosphere at Bowling Green High for several hours a day to count as equivalent to Tests & Measurements and Materials and Methods. I was given the opportunity to try this, but unfortunately for me, I had just previously completed these courses. I feel this new program would have been of more benefit to the student teacher giving some practical experience before one is thrown into a student classroom situation. Although, unable to judge from first hand knowledge of this newer program, I believe it would be beneficial."

"The education classes required by the College of Education do not give you the background that could be helpful."

"The amount of material that was covered could have been very adequately covered in half the time."

"Students need to be better prepared for disciplinary problems."

"Mrs. Lucille Stiles, Home Economics Education, is most outstanding. She is a professional; poised, understanding, very perceptive, attuned to the present and future educational and career needs of her students. She is outstanding in her field, as an individual and as an educator!"

"There were no openings for music teachers last year (1973) in Coral Gables or Miami, Florida. I did substitute for four weeks - first and second grade elementary education."

"I realize that this is not your department, but I feel the English department could do lots more to prepare the teacher. Learning English Literature and American Literature is fine, but I am teaching reading to teenagers who will never set foot on a college campus. I suggest that the English department designate certain classes to be taken only by education majors. Perhaps emphasis could be placed on practical subjects. Unfortunately, I suppose most of the English professors have never taught in high school. I guess the only solution would be two classes of Materials and Methods plus more observation or pre-student teaching for secondary education majors. Most teachers I have talked to, Western graduates and those of University of Louisville, agree that college does not adequately prepare one to be a teacher. Experience may be the best teacher, but it is sad that English majors come away from college not knowing how to begin to teach writing or grammar. Western's Education department inspired me with lofty ideals. It is a shame it did not teach me how to cope with twenty-five discipline problems or with the frustration of seeing most of my ideals shattered."

"I was very satisfied with my pre-student teaching experience and observations."

"Not enough realistic first hand experience, not enough practical application."

"I feel that I benefited from the Tutoring program by gaining experience working with a 'slow child'."

"I hope that students are advised about the employment situation in their fields more thoroughly. At the time I was a freshman at Western there was a real need for Psychology and Sociology. (Am waiting on tables and doing boring clerical work!)."

"The methods class taught by Mrs. Mary Crisp was especially helpful."

"Personally, I feel more classroom type exposure is needed in the pre-student teaching."

"The education program at Western was based on theory, which does no one any good unless put to use while studying it. My first course in education was absolutely useless. I learned nothing. The book and teacher were both very dull and not at all motivating. Our final and only exam consisted of twenty words picked at random from who knows where! The study material seemed to come from an idealistic professor at the college level; one who had never talked with low economic groups from homes which have no use for education. I teach students whose parents see no need for education; therefore, it is left entirely up to the teacher to motivate the students toward school. Western needs to come out of the clouds and down to earth. Students want a teacher they can respect and also love. In some cases this may even mean touching their teacher. I had a professor at Western tell me that physical contact was a complete no-no. He is wrong!"

"Very theoretical; no true application with subject before student teaching. No realistic goals."

"I feel many other education courses could have been offered that would have been more beneficial than the ones I had to take. If any were omitted, I would suggest the Introduction to Education course. I received no benefit from this!"

"My personal experience was that there was not enough observations and not enough classroom experience."

"I am very grateful to all the faculty for being concerned with me as an individual when I was at Western and I hope they will always be that way."

"Western has a very strong, firm educational structure which served of great benefit to me."

"I would like to see students obtain more experiences in the classroom BEFORE student teaching."

"Observation at the laboratory school is too phoney! No one will ever teach in that ideal classroom. I recommend observation at other schools."

"Too much emphasis on elementary education - not enough on secondary. Instructors lacked experience in the right field. The few education courses I had have been of little value to me. Student teaching was unsatisfactory because of the situation at the high school, not at WKU."

"Too much was hurried through as though you were supposed to know about it. -And the ideal: Teach as I Say, not as I Teach."

"The education department fails to provide a realistic approach. I loved teaching and am strong, but many are startled when the rose colored glasses break."

"The class education courses were of little help in my teaching."

"I feel Western has a very good education program. The only problem is that after going through the program a person is not fitted to do anything but teach. I am sure there are many in the same position that I am; that is, no prospects of a teaching position and the only other available jobs at 1.60/an hour factory work or waitress work. (Editor's Note: $2.00 now.) This is rather disillusioning after spending so much time and money to be able to do something which would contribute to the good of others. I feel that my education at Western has prepared me to be an excellent teacher (with a little experience) if I only had the chance to prove it."

"I thoroughly enjoyed student teaching and I feel Western did prepare me for a teaching career. However, I feel the education professors should return to the high school classroom to teach a year or so to find out what is going on."

"The education courses did not prepare me for the classroom. There should be some screening or personality standards for teachers."

"The classrooms that I observed were too ideal. It would be better to observe outside the Bowling Green system."

"I think observation in the state or area in which one wants to teach are more helpful than those in just the Bowling Green area. I would like to make one recommendation for improvement for Art teachers: A minor should be more helpful than just an area of concentration, because there is nothing to fall back on. I am teaching on a commitment this year so that I can teach fifth grade."

"Theory is emphasized entirely too much. More realistic classroom advice and procedure should be stressed."

"How can you seriously ask former students not to comment on paragraph 8, when teacher education fails so miserably when it comes to offering Practical or Realistic experience?"

"I learned many social and emotional experiences in the teacher's role in WKU Laboratory procedure-added course."

"The subject of discipline was never discussed while I was in the educational program. More psychology of human nature should have been required. Also, there should be more rapport among the future teachers and the faculty. Since there is an abundance of teachers in several areas, the faculty should encourage these students into another area. I am an unemployed teacher because of this overlooked issue. I graduated from WKU with a B.A. in Sociology preparing to go into school of social work; but earned a M.A. from West Michigan University with a major in the social sciences; which was my second mistake. A few social science teachers are being employed, but these select few are males with coaching experiences. Happy to learn that a survey such as this is being conducted; also, I would like to see the results made public to the future WKU teachers and tell them the facts that this survey will pick up. Another thing is that I feel the Placement Office is not doing an adequate job of informing its students of positions and other employment opportunities. Once the students have left the campus, there is no contact between the two."

"I am not interested in teaching; program at WKU was fine."

"The teacher education program would benefit by placing students in classrooms earlier in their schooling. Also, there was no contact with teaching children until student teaching."

"Education courses other than student teaching were of little benefit to me once I entered the classroom."

"I wish there could have been more observations, etc., before student teaching."

"The lectures on educational ideal situations and mathematical evaluations are useless in the classroom and inspire only boredom at the University."

"I believe my area offers opportunities much more pertinent to the field than most other areas. (Home Economics)"

"Hopefully WKU is no longer using _____-_____ High School as a student teaching center for Home Economics students. I feel that it has turned many prospective teachers away from the profession. Personally, I can think of five, including myself."

"I taught at Seneca High School in Louisville, Kentucky, in 1971 in their Business Education Department. I moved, and am now teaching in the Business Education Department at Fairfield High School in California. I feel that Kentucky, and WKU, have an excellent Business Education program in comparison to California. California's education system is alot better on paper than it is in reality."

"I feel the only shortcoming was the very short time allowed for methods and materials and as a result the lack of practical application of this information prior to student teaching."

"Students should be involved with teaching-related experiences as early as their sophomore year. This will give them a chance to see if teaching is really what they want to do."

"I thought that the T.V. playback of a simulated class was valuable in seeing how one appears to others while teaching. I did not think that visiting and sitting in on high school classes helped."

"It seemed that you taught me nothing realistic, it was always concepts that could never be used in common classrooms only extra-ordinary schools."

"I have the highest regard for WKU and its College of Education. My only complaint while there concerns what purports to be a Placement Office. I went there repeatedly for assistance and received none. If political backs and timeservers there were replaced by competent personnel with an interest in students, that office could be brought up to standards prevalent elsewhere at Western."

"I feel that the professional courses and student teaching should be taught in conjunction as much as possible. For instance, the prospective teacher could take classes that associate to his or her experiences while student teaching. This way they could interrelate the professional experience and practical experience. One thing for sure, student teaching should be extended for a full year in order to provide more experience. Half a day could be student teaching and the other half professional courses. For an example, I teach in the field of Industrial Education which is presently a wide open field. The Industrial Education teacher though has much more work to do than a regular teacher. He has to do maintenance, order supplies, receive supplies, keep cost of material records, collect money (at times), plus teach. Usually the Industrial Education teacher will not get any more than other teachers. Also, the teacher's pay scale should be provided for future teachers. At the present it is next to the poverty level for several states if not most of them."

"Pre-student teaching experiences should include more real-life situations and actual classrooms in which to participate."

"I thought perhaps too much emphasis was placed on Introduction to Education, etc. Methods courses most helpful. Also, as a firm believer in discipline, I feel some methods of discipline should at least be discussed somewhere along the line. Now that I have been in the classroom three years, I can see ways for improvement."

"I especially enjoyed the freedom to discuss openly in class, although I feel the classwork was too simple."

"Yes, for what it was worth; for what was offered. No, for what it didn't offer. If possible, (1) It needs instruction (in depth) of how to handle a non-optimum classroom situation (e.g inner city schools); (2) It needs instruction by personnel in one's own major field (in my case, Psychology) and; (3) It needs more practical study and instructions for development of curriculum activities, materials, aids, subject, experiments, etc. As it stands right now, only a bare skeleton of such instruction reaches the blooming teacher-to-be. We were instructed as to how to develop lesson plans, (vaguely) how to use various materials, equipment, and instructional aids in the classroom. Nothing was suggested for actual use in the classroom. The fresh student teacher is left 99% on his own to develop an 8-week lesson plan and think up the myriad activities suggested to be used. (Quoted by a WKU Professor: 'If you can think of at least two or three different activities to be done for each class everyday, you should have no problem in discipline.') After maybe half a dozen suggestions - enough for two or three days, professional help and instruction essentially ended on that subject. Worse, these suggestions were supposed to be versatile enough for some eight or nine different major fields represented in his class! Fault is not found with the preceding quote, it is quite accurate. My suggestion is one of helping the student actually develop some lesson plans, activities, etc. for his coming term as a student teacher. This could most effectively be done by qualified, experienced professors from the student's own major field who have themselves been teachers."

"Student teaching would have been more enlightening if it were conducted as a semester course."

"My reason for not wishing to teach until now is the low pay scale which Kentucky teachers earn in the more rural areas where I previously lived."

"As a member of the Military, I am involved in education to a very great extent. I would greatly appreciate any ideas that you may have developed that will assist us."

"The sooner the responsibility can be placed on the student teacher the deeper the inducement will be."

"Pre-student teaching experiences in materials and methods class was outstanding."

"My education courses at Western were most complete and satisfactory to my future need and success as a teacher."

"I was not prepared for the difficulties involved in teaching in a small, rural elementary school. The classroom experiences at Western were geared toward an ideal situation."

"I think a pre-student teaching experience for secondary students would be helpful. Closer relationship with college supervisor is needed."

"I feel that the classroom experience I received was excellent, but the courses that I had before student teaching did not prepare me for teaching in a real classroom situation."

"My student teaching experience at _____ High School was horrid! My classroom supervisor of the school was Mr. _____. I consider both this man unfit as a school teacher and as a supervisor of student teachers. His comments were crude and usually based solely on opinion without regard to research or other factual data. Very seldom did I see him actually teach in the classroom, as most of his time was devoted to preaching and unrelated free discussion.

I worked hard during my student teaching, trying to be innovative and had a good attitude when my student teaching experience began. However, Mr. _____ decided to give me a "B" and I was told, really wanted to give me a "C". I feel that this grade was most unfair. I am an honor student, graduating with a 3.7 and would have had approximately a 3.8 had Mr. _____ judged my work differently.

I must say that my university supervisor, Dr. Dillingham, was most helpful and kind in every way. At the time of my student teaching, he was overloaded to the point that he couldn't observe my teaching as often as he would have liked. For this reason, we jointly decided not to protest the student teaching grade. My vocational goal has always been to be a psychologist, and as of this May, I will reach that goal. If, however, my goal had been to be a classroom teacher, I feel that I could have abandoned it after my student teaching experience."

"I would have benefited from more exposure to materials available (free and from book companies). I did not know what I needed to spend my funds on my first year. Maybe a couple of hours per day (preceding student teaching) in the classroom would have helped me (more than my methods and materials class, for example)."

"My area was Art and there was no pre-student teaching required."

"No pre-student teaching was offered to secondary majors when I went. The education classes offered no practical experience and did not teach how to use the registers and materials."

"I enjoyed what I felt was an outstanding relationship with my teachers. I think that this was a key to my valuable and extraordinary student teaching experience."

"Most of the teachers in the Speech and Religious departments were very open minded and added much of their resourcefulness of personal experience to the classroom. They also gave a feeling of desire instead of how to."

"I feel that I was well-prepared in the preparation and scoring of tests."

"The practicum semester in Special Education was very meaningful and I wish all education majors could have this."

"I thought the Student Aide program given during methods was a farce; however, I realize that this may be greatly attributed to the poor instructor I was saddled with. Other than this, everything was okay."

"Sir, I was offered a position at a Jr. High School in my hometown. When I heard the starting salary I laughed and walked out. If you people are really interested in doing something for future teachers, I have one suggestion. If you want Western graduates to benefit and settle in Kentucky, please lobby in Frankfort for a more practical pay scale."

"WKU has an excellent program. All phases of the program were helpful and necessary."

"The whole teacher education program is too easy. Too many poor students are certified. Make the program more selective. Western will have something to be proud of and students will have a better sense of accomplishment."

"Supervising teachers should be given more training and more ground rules on how to most effectively utilize and train their student teachers."

"Need to have more supervised classroom experience."

"Not enough communications with students before student teaching. Should have more observations and pre-student teaching."

"I believe that the educational system needs to develop a cooperative program with state agencies to provide services to disadvantaged youths. Through my job, I work with the products of our educational system. I hope more educators will study the drop-out dilemma. Thank you for your time in voicing my opinion."

"It would be a better program if the prospective teacher could be out in the field more."

"I think it would be best to have one's supervising teacher from Western to be in the same field. Mine was English - History. I think that on a whole the Education Department is excellent."

"One does not really get teaching experience until student teaching. If they do not enjoy this, it is a little late to change majors. A preparing teacher needs many experiences, beginning with early college years. WKU needs more micro-teaching, mini-teaching, etc. The Teacher Corp will be one answer."

"The pre-student teaching program should prove to be helpful to the would-be student teacher. This was not available when I was at Western."

"I prefer to comment on student teaching. I believe the experience should cover an entire semester rather than just one-half."

"My business methods courses were excellent with excellent instructors. My student teaching was of no help at all."

"I had no experience with classroom problems."

"I felt the course in secondary education could have been omitted thus allowing me to take another course in my major."

"Too many courses not realistic to actual classroom procedure regarding today's youth, especially concerning discipline, apathy, etc. on part of youth."

"I feel I needed more observation experience in the classroom prior to student teaching."

"My pre-student teaching experience was very limited (two hours of actual classroom) and could have been better."

"My education 280 course was my only disappointing education course. It provided little, if any, practical and realistic experiences."

"I think the teacher program at Western was very unrealistic compared to the real teaching world. I have not applied one bit of information received there to my classroom."

"Basically, my courses taken in the education department were not of any basic value except test & measurements. I had most of my courses in Home Economics education."

"More observation should be incorporated with class discussion afterwards. It also seems the course was too packed. Maybe extend the program to a semester course. Too important to slide by."

"More emphasis on practical experiences before real student teaching. Discipline needs to be discussed more."

"The only class I had at Western to really prepare me for teaching was a methods class which too was very unrealistic."

"I feel more prepared than most young teachers coming from nearby schools; but I do feel more should have been taught about grading, registers, averaging, etc."

"I have absolutely no complaint with WKU's educational classes. All my experiences were helpful and useful."

"I enjoyed working with students and other teachers while student teaching, but: (1) Neither the school nor the participating teachers knew (fully) what was required or expected. (2) The area supervisor did little to correct the above problem. (3) The area supervisor was too critical of situations that I had no control. (Restrictions of participating teachers). (4) Classes at Western should be more concerned with actual teaching problems rather than abstracts, ideas, unit plans, etc.
(a) Class control in various situations.
(b) How to deal with problem students and student's problems.
(c) Various approaches to teaching a lesson.
(d) Degrees of authority over all students in the school. Not just ones in your class.
(e) Relating to other teachers and office."

"More experience with children freshman and sophomore years. Weed out prospective teachers that are unable to speak or write (ex. autrocious grammar, etc.) Do not recommend hundreds of students for the profession which is overflowing. Direct them into something where there is a need for them!"

"As a student in secondary education, I was never given a chance to see what teaching involved until the last bi-term of my senior year!"

"Everything I experienced in the field of teacher education was worthwhile and practical."

"I only wish to say that I have the highest respect and praise for my teachers in the College of Education at Western."

INFORMATION FROM QUESTION TEN: How may the College of Education at Western now be of service to you?

Elementary Education Responses:

"Help me find a teaching job in Kentucky next year (1974-75)."

"I would like information about the Graduate Program in Elementary Education." (Twenty graduates asked this same type question. - Responses not repeated here).

"Continue to offer more and better Graduate courses through the consortium."

"Areas for Special Education; deaf (hard of hearing); Special Programs, EMH, PH, etc."

"May assist in providing information about comprehensive for M.A."

"Would like [illegible]ial Education position in Louisville, Inter-City."

"I hope to move back to Kentucky in the near future and the College of Education may help in reporting any job openings they know of."

"I am interested in being kept informed and kept up to date on developments in the field of education at Western."

"I would like to work on my masters program this summer, but I need financial assistance to help cover the expenses."

"If you know anybody in New York close to Rockland County, please let me know if they need teachers."

"Respond to request for extended campus courses at Burkesville, Kentucky."

"I teach the fourth grade, 30 students; any free material on science or social studies would be helpful."

"Please mail me a bulletin for summer school 1974."

"More extension courses in the Bardstown area are needed from Western."

"By keeping me on their active file for teacher placement (job opportunities), I would appreciate it. Thank you."

"Keep us posted as to what positions are open in Kentucky."

"I am always eager for new ideas, perhaps Mrs. Taylor's present class could come up with some new materials."

"Please send me information on the Education-Specialist Degree."

"I am interested in teaching in Dependent Schools overseas, and would appreciate any information you might have."

"I would like to be informed on graduate program and available positions in Jefferson County in a needed field."

"To my knowledge the College cannot serve me."

"If and when we move back to Kentucky, I would like some assistance in finding a job if possible."

"I would like to know if there is a catalog or bulletin availalbe with lists of reading materials and supplies. I teach it and here we are short of these things."

"Help me apply for a job in another state."

"We are moving to Evansville, Indiana, next month. I would like to obtain a teaching position there for Fall, 1974."

"References, graduate school - use for reference materials."

"I need to have a packet prepared for me to register this January. I also need a bulletin (graduate) and catalog. I have taken my GRE but evidently it is not on my record. Would you check this please?"

"Publish a bulletin on openings in Kentucky and surrounding areas such as Eastern Kentucky University's publication."

"Outline of Graduate Program in Special Education in learning disabilities. Another teacher and I have set up an open classroom approach to teaching - a first for our school. Thus, we would appreciate any help that you could give us dealing with learning centers, individualized instruction, and just how to set things up. We have a workable and likable situation at present but would like to expand as we learn more about these programs. If you have any literature or can help us in any way, we would greatly appreciate it. Thank you. Also can you tell me if an Elementary Education major can do graduate work in Art. What are the requirements and what would be the pre-requisites?"

"Maybe keep me aware of job opportunities in Special Education - Mental Retardation field."

"I have used the Resource Center."

"I really do not know."

"Send me a list of Louisville area schools which will be needing teachers in the fall."

"I plan to continue graduate courses at Western. Courses offered at Glasgow might make it easier to work on one's degree after a long day of teaching. I would like to see these continued because of the gas shortage as well as cutting out a long drive to Bowling Green and back after a day's work. I would also like to know more about Western's Graduate Program."

"Would appreciate any information of Master's Program in education. Who would I contact? How much graduate work would I be able to get at Brescia, or Wesleyan in Owensboro?"

"As a reference library and visual aids."

"In my teaching, I could always refer to the college on the latest and newest techniques being used that would help me out."

"Since I had to leave Western before I could graduate, I would like some help in finding a suitable replacement for Tests and Measurements which schools do not offer up here."

"Any information on Elementary Materials - especially reading."

"I think the College of Education could be of service to me now by offering a variety of workshops and one day sessions on some of the latest methods and developments of the education world."

"By sending a news letter of up-to-date techniques and materials available."

"It would be nice for graduates to have a library card and be able to use it to read new research, techniques, etc."

Secondary Education Responses:

"By offering more off campus courses at Fort Knox."

"It could help me if and when I begin to teach."

"To teach the future educators realistic facts about classroom management."

"Toward teaching positions available in Physical Education."

"Could possibly send out monthly a list of teaching positions now opened."

"I would be interested in making an appointment with an advisor for setting up a Master's Program. Where do I begin?" (Twenty-one graduates asked this same type question. - Responses not repeated here).

"Would like to have current materials on education sent, especially in the fields of math and reading."

"Continue to send pre-student teachers."

"Would like an elementary teaching situation in Art for 1974-75."

"Straighten up the Special Education Department for the benefit of future students. The instructors must surely be the poorest examples Kentucky has to offer! They obviously have had the poorest quality and quantity of educational experience I have ever observed in my nine years of Special Education experience. They cannot teach, counsel, or set an example."

"By maintaining a good selection of worthwhile graduate courses."

"If you know of any positions in Psychology or Social Sciences (core included) within the vicinity of Louisville, let me know!"

"Sorry, but I am not interested in teaching Home Economics after my experience during student teaching."

"If any new education courses are to be offered I would be interested in attending. If any new teaching methods were available in my area (Business) I would appreciate any material available on it, or films available."

"Keep teaching selective and by giving new teachers more classroom experience."

"By providing information concerning new teaching methods and materials."

"Improve their recruitment process--teaching jobs are not available--let's face it!! Limit the number you admit to those needed areas or at least tell the student what the odds really are."

"Find me a job!"

"I would appreciate any information on Junior Colleges in Ohio; The Arts and Humanities Endowment Fund and any other federally funded programs available to graduate students."

"Only as character references from teachers I know."

"Finding material professors discussing their field of study with high school students."

"None that I am ready to take advantage of."

"It could possibly assist me in defining the various curriculum and procedures for further education and employment in the field of education."

"I have applied for a student teacher, but have not received one yet."

"If possible, help keep me informed on the new trends in education, particularly in mathematics."

"I would like a job in a school library (placement office?) and information on new teaching techniques."

"I just hope that graduate school is more informative than undergraduate school."

"Placement."

"Have a list of teaching positions provided at least once a month for teachers looking for a job."

"Conduct post-graduate seminars where such problems and suggestions by people like myself can be hashed over, and help me find a position."

"I have always received information concerning continuing education, but since receiving my M.A. this information has stopped. What about the extended campus now in Louisville? What about class offerings here?"

"I would like to see high school freshmen given ideas toward their higher education."

"I wish to express my sincere appreciation to those in the teacher education program at Western."

"By keeping graduates informed of current developments."

"By sending memos on new materials and courses open in my area plus any new requirements for advanced certification."

"A publication of current education activities, programs, ideals, that may be of help in keeping people up-to-date on education."

"By carefully controlling the quality of teachers produced."

"College of Education is of service to me everyday."

"Assigning a student teacher to me and provide information on the procedure for applying for a teaching position in the Education Department at WKU."

"There is nothing that the College of Education can do for me at this time, but in later years there may be."

"I would like a list of German language materials (transparencies, films, etc.) available from the materials center."

"Possible relevant workshops and graduate courses offered in Louisville."

"Education - Psychology related publications from Western."

"I feel free to go there for advice and consultation on any matter in this area, also the resource library can be very beneficial."

"Use of the materials center."

"I plan to consult with my advisor and supervisor in how best to canvas and find a job for next fall."

"Print letters giving areas in which teaching prospects are available."

"One of my education instructors tried to help me find a job but there were no Social Studies teachers needed. Tell students the truth while they are in school about job possibilities."

"Try to remember me enough to write good references for me."

"I am shocked at the number of young people with whom I have contact who are unable to read. I would like to see vocational education enter the students curriculum around his ninth year before he reaches sixteen, the drop-out age. I would also like to see a closer improvement of community agencies with the school system. I hope more educators will study the drop-out dilemma. Thank you for your time in voicing my opinion."

"I am interested in knowing what WKU has done to upgrade Special Education program since 1971. Are more courses offered and if so can a major in this area be obtained at WKU?"

"Send lists of free (or cheap) teaching aids or supplements (physics and chemistry) available."

"I currently have an application for teaching in at the Jefferson County Board of Education for Fall 1974. Do you have data on openings for Business Education teachers in this area?"

"Nothing I can think of, but wished I could have thought of something."

"I depend on Mrs. Mary Crisp, my advisor, for advice and suggestions."

"Begin preparing for the Phase Elective Program."

"Send a current graduate bulletin. Contact me if what I said is unclear, or if additional direct comments are desired."

"Offer graduate psychology and reading courses at May Term!"

"By assisting me in obtaining my Indiana teaching license enclosed. I cannot receive any pay until this is cleared up."

(Editor's Note: Some help will be needed in referring a number of requests from these graduates. Comments, recommendations, advice, and/or help from any College of Education faculty member will be appreciated and well-received. Attempts have already begun to follow-up each request or question. Dr. Gray has already responded to those seeking information relative to applying for graduate work at Western).